

QUARTERLY REPORT
7

RENUKA PILLAY

EDUCATION POLICY & INSTITUTIONAL ADVISOR

APRIL - JUNE 2002

Basic Education and Policy Support (BEPS) Activity
United States Agency for International Development
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GLOSSARY

AED	- Academy for Educational Development
BEPS	- Basic Education & Policy Support
BOG	- Board of Governors
CCT	- Coordinating Center Tutors
CE/TE	- Commissioner of Education/teacher Education Department
CPD	- Continuous Professional Development
DEO	- District Education Officer
DE/MOES	- Director of Education/ Ministry of Education & Sports
DHS	- Demographic Health Survey
DIS	- District Inspector of Schools
DP	- Deputy Principal
EIC	- Equity in the Classroom
EMIS	- Education Management & Information Systems
EPD	- Education Planning Department
EPIA	- Education Policy & Institutional Advisor
EPRC	- Education Policy Review Commission
ESC	- Education Service Commission
ESCC	- Education Sector Consultative Committee
ESIP	- Education Strategic Investment Plan
FA	- Funding Agencies
GOU	- Government of Uganda
HOP	- Head of Programme
HT	- Head Teacher
ITEK	- Institute of Teacher Education Kyambogo
JICA	- Japanese International Co-operation Agency
LC	- Local Councilor
MOES	- Ministry of Education & Sports
NGO	- Non Governmental Organization
NTC	- National Teacher's College
O/DP	- Outreach/Deputy Principal
PCV	- Peace Corp Volunteer
P/DP	- Pre-Service Deputy Principal
P/PE	- Pre-primary and Primary Department
PTC	- Primary Teacher College
PTE	- Primary Teacher Education
SMC	- School Management Committee
SOW	- Scope of Work
SUPER	- Support for Uganda Primary Education Reform
TDMS	- Teacher Development Management Systems
TDMP	- Teacher Development Management Plan
TOF	- Training of Facilitators
UBOS	- Uganda Bureau of Statistics
UPE	- Universal Primary Education
USAID	- United States Agency for International Development

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BASIC EDUCATION AND POLICY SUPPORT [BEPS]

Quarterly Performance Report: APRIL - JUNE, 2002

Contractor: Creative Associates International, Inc.
Contract #: BEPS/Uganda Project # 748-05
Position: Education Policy & Institutional Advisor
Reporting Period: APRIL - JUNE, 2002

1. INTRODUCTION

This report has been prepared by the Education Policy & Institutional Advisor and is submitted as a quarterly report, which covers the period April - June, 2002.

The report is organized into four major sections: Introduction, which includes the background and scope of work; Progress & Accomplishments; Challenges & Emerging Issues; and plans for the next quarter.

1.1 BACKGROUND

The overall purpose of the Basic Education and Policy Support [BEPS] Project is to assist developing and newly independent nations to improve the quality, access, management and effectiveness of their educational systems, particularly basic education. The project goals are to:

- Improve the quality, efficiency, access and equity of education, particularly basic education
- Support educational policy dialogue and reform
- Carry out restorative and beneficially additive basic education, educational policy and planning activities in crisis countries.

The main goal of the Education Policy & Institutional Advisor is to contribute to the improvement of quality basic education in Uganda, while preserving and increasing the level of access and persistence. The specific tasks to be achieved by the advisor are provided in the next section entitled, scope of work.

1.2 SCOPE OF WORK

The specific tasks of the Education Policy & Institutional Advisor [EPIA] are listed below:

- Extend the Teacher Development Management System [TDMS] to 5 new Primary Teachers Colleges [PTC] and complete Nation-wide implementation of TDMS.
- Monitor the impact of TDMS by routinely visiting the field.
- Strengthen linkages between the PTCs and their respective districts at the local government.
- Train facilitators to train, Head Teachers in basic management skills
- Work with staff in P/PE department of Ministry to improve quality of instruction in classrooms through appropriate classroom interventions
- Increase persistence and improve performance of girls through creation of child-friendly school environments.
- Assist MOES to Increase its focus on Primary Education for orphans and vulnerable groups
- Work with staff in P/PE department of Ministry to promote and assess new approaches to Universal Primary Education [UPE] for example ABEK, COPE, Multi-grade teaching.
- Design and improve teacher training materials by working continuously with the Institute for Teacher Education in Kyambogo [ITEK].
- Submit quarterly reports on progress and activities completed.

2. ACCOMPLISHMENTS & PROGRESS IN FIRST QUARTER:

In this section the specific tasks of the EPIA as per the scope of work, are addressed with regard to the accomplishments and progress in this quarter.

2.1 TDMS Expansion & Monitoring

Goal

Extend the Teacher Development Management System [TDMS] to new Primary Teachers Colleges [PTC] and Monitor the impact of TDMS.

Objectives

- Monitoring the Impact of Reform Activities
- PTC Support to institutionalize TDMS activities

Activities Undertaken

During this quarter the EPIA has worked collaboratively with, the MOES departments, of Teacher Education, Primary Education and Education Planning Dept. In addition, ITEK, select District Administrators and the PTCs, were met in the institutionalization of TDMS components.

The activities undertaken by the EPIA are listed below:

- Participated in the National TOF for the residentials
- Serve on the National Coordination Committee for Management Training
- Facilitated at the Nakaseke January Management Training
- Monitoring of the CCTs in selected PTCs
- Supervision of the PTC based TOF

Achievements

Issues highlighted below were gathered from monitoring of TDMS activities, PTC residentials, review of documents and staff meetings. The achievements are based upon the set priorities of MOES.

Table 1: Achievements

#	CORE PTC	ACTIVITIES
1.	SHIMONI PTC	<p>The EPIA was requested to participate in the PTC administrators planning meeting. This was accomplished and the strategy for joint monitoring was set. The new HOPs for Management training & CPD were oriented on field activities. The selection of the CCs to be monitored was done buy the Shimoni Staff, based on the performance of the CCTs. The following CCs were monitored:</p> <p>Malongwe CC : CCT - Godfrey Sserwanja Nagojje CC: CCT - Leanard Wajaya Kiswa CC: CCT - Annet</p> <p>Issues requiring follow-up were identified by the EPIA and strategies set for improvement. The Shimoni Staff were to return to the sites to verify whether the deadlines were met.</p>
2.	KIBULI PTC	<p>The O/DP at Kibuli PTC is new and required support during the planning of the Residentials for the PTE In-service as well as the HT Management Training. The EPIA, reviewed the plans and made the necessary recommendations for improvement, especially in light of the fact that there were numerous activities being conducted over the month.</p> <p>Areas for Admin support were identified and the EPIA left a note for the attention of the Principal for follow-up. There is need for improved coordination at the PTC admin level. In addition, it was noted that the new staff had not as yet been on a full field monitoring of the catchment area. This issue needed immediate attention.</p>
3.	BUSUUBIZI PTC	<p>The EPIA was asked to mediate at a joint meeting held between the PTC Admin, PTC PCVs, CCTs and the Mubende District leaders. The aim of this meeting was to coordinate the TDMS scheduled activities with those of the district. It was agreed that the DEO will meet with the CCTs & PCVs every quarter to review the progress in the Reform and to plan jointly. Follow-up will be made in the next quarter, to assess progress.</p>

TABLE 2: Issues Affecting the Reform

ISSUES AFFECTING THE IMPACT OF THE REFORM

GENERAL OBSERVATIONS

- **Production of Modules**

MOES needs to address the production of the modules for PTE –In-service and Ht Management training. The impact of the abolishing of cost-sharing at tertiary institutions is now being realized in the field. The issues related to the component of the second intake of PTE students and HTs into the TDMS training needs to be urgently addressed. Although training has gone ahead in the 23 PTCs, the required modules for the students have not been produced. Given that the TDMS model is based on the distance education format, the modules are critical to the students study. [*Students are now in Residential #3 –without Modules*]

- **Release of Funds to TDMS**

There has been delays in the release of funds to the PTCs for their operations. In light of the banning of cost-sharing, this has compromised the functioning of the PTCs, especially in the quality of feeding of the students & staff.

Moreover, the cuts in the allowances for the HOPs, has affected the quality of outreach support, monitoring and supervision of the TDMS activities. This needs to be addressed by the MOES as an urgent issue since the value of TDMS is not being fully realized.

- **Construction**

Having monitored CCs in the past quarter, it has become apparent that the quality of construction is not good. There is already cracks appearing in the CC resource rooms. The windows have been badly constructed which has gaps between the walls and the frames. [*Shimoni PTC Catchment*]

In other cases the buildings require small finishing touches to be completed but have been waiting for funds for 3 months. [*Kibuli PTC catchment*]

- **Phase 6**

There are 5 PTCs in phase 6 namely:

- Kibuli PTC
- Busuubizi PTC
- Ibanda PTC
- St Alyosius -Kumi
- Ladonga PTC

These institutions have not been fully resourced to date.

The most serious factor affecting their performance is the lack of an induction course for the new staff members, particularly the HOPs. These individuals are having to head programmes which have new intake of students, yet they have no training on to date.

In addition, the outreach component has not received transport so the field work is tremendously compromised, to the extent that the HOPs are not familiar with the CCs or the students in the Schools. Of serious concern is the monitoring of the HTs on course, since they are half way through the practical management course; yet they can not be assessed due to the lack of transport.

- **Re-instating Head Of Programmes [HOP]**

The re-instating of the HOPs in the Core PTCs has to be followed up urgently. In view of the national training of all teachers on the new curriculum, the in-service training of the 30,000 new teachers to be recruited and the 6000 HTs enrolled on the Management course; the TDMS system to be utilized as the training modality, these HOPs would be required to provide quality training & support to the new recruits. This issue was also supported in the external evaluation report on TDMS.

[issue persists from last year]

- **ESC Validation Exercise**

The ESC validation exercise needs to be reinitiated and efficiently executed in a timely manner. There are numerous vacancies in all PTCs, which negatively impacts the students performance. Current emphasis has been on addressing teacher wastage and poor performance. There needs to be urgent redeployment of tutors to PTCs. In attempting to improve the quality of PTC trainings & face to face teaching there needs to be staff development of all tutors and intensification of supervision and monitoring at all levels. *[pending for 1 year]*

2.2 Head Teacher – Management Training

Goal

Train facilitators to train Head teachers in Basic Management Skills

Objectives

- Design implementation Plan for the HT Management course
- Plan & conduct national TOF for 23 PTCs
- Train PTC facilitators during national TOF

Activities Undertaken

- Serve on the National Taskforce for Management training
- Participated in Coordination meetings
- Review of Materials
- Served as national facilitator to train PTC staff at TOF

Achievements

All 23 PTCs participated in the May National TOF for the HT Management. During the National TOF, the participants were exposed to a selection of strategic topics, which had then been conducted by the CCTs for the HTs in their respective catchment areas. These topics included:

- Conducting Productive staff Meetings
- Performance appraisals
- HTs role in the support & implementation of new curriculum
- Activities during PGMs
- Process Assignments & Continuous Assessment
- Peer monitoring of schools

Issues for Follow-Up

- Modules for the HTs
- Field supervision of activities
- Timely completion & marking of Assignments
- Review of Modules 3&4 for the course, needed for September Residentials
- Timely release of funds for Residential trainings.

2.3 Promote & Assess Activities to support UPE

Goal

Work with PPE dept staff to improve the quality of instruction in classrooms through appropriate classroom interventions.

Objectives

- Improve the use of Curriculum – volume II in primary schools as part of the Curriculum Reform
- Strategic Planning, monitoring and evaluation for Implementation of the New Curriculum was needed

Activities Undertaken

In working with the DE/MOES during this quarter the EPIA was able to accomplish the following specific activities. These activities undertaken by the EPIA are listed below:

- Serve on the National Coordination Committee
- Participated in the Working Group for Curriculum
- Monitoring implementation

Achievements

Below is an integration of the issues gathered by the EPIA during the monitoring of the Regional Trainings attended:

The EPIA has worked with the DE/MOES to identify the Departments/Institutions which need to work on the specifics of the Curriculum Action Matrix.

The analysis of the EFAG Memo was completed by the EPIA and the critical issues presented to the Curriculum taskforce for follow-up.

Field Monitoring has highlighted the fact that there are no adequate numbers of the curriculum Vol II in the schools.

The training done in Term 1 was done as an orientation in the absence of Books, so the CCTs need to plan & implement more trainings on Vol II.

Critical Issues on the Implementation of the New Primary School Curriculum
[pending since term 1]

A. Issues Related to Materials

1. Need for Volume II to be distributed
2. Timing and distribution of:-
 - New Cycle of Textbooks
 - Non-Textbook Materials – Lower Primary kits.
 - All 4 Teachers Modules i.e. Curriculum Implementation, Textbooks, Non-Textbook materials and Storage and Stock Management.
 -
3. Ratio of Non-Textbooks Materials per school/per class.
4. Use of existing stock of textbooks for training.
5. Modules need editing.
6. Only Government of Uganda schools are provided with materials/books.
7. Need to look into subsidizing the cost of books/materials for Private Schools
8. Training Session Plans to be sent to each Core PTC.
9. Special Needs Education-SNE to be addressed.

B. Issues related to implementation

1. Funds for the field training of teachers
2. Need for visits to districts by Curriculum taskforce members to support/monitor
3. Need for ADVOCACY by MoES/Districts on New Curriculum
4. As per the communication from Permanent Secretary/Education and Sports
 - 7 subjects for academic year 2002
 - All subjects are examined in 2003
 -
5. Timeframe of 10 May 2002 for completion of training/orientation of all teachers to be strictly adhered to.
6. Issues of the time table still to be resolved locally e.g. PAPE has 5 periods for 2 subjects and allocation of time needs to be addressed.

7. During training there need to be improvisation of materials given the absence/delays of materials.
8. Districts have the flexibility to modify the sections of “background” and “justification” in the modules to suit their district context.
9. All the teachers in both Government of Uganda and private schools should receive training.
10. Need to have a realistic Joint PTC/District Implementation Action Plan for the term.
11. Monitoring and Evaluation plans need to be developed for multiple levels finalize and implemented in a timely manner.

C. Policy Issues

Review of District Staff Establishments.

- Support staff needed for Stock management at Primary Schools i.e. Store Keeper or Librarian.
- Need for Local Language Boards to establish.
- Rationalization of CC Boundaries to ensure effectiveness of TDMS.
- SFG Grants to be increased to include budget for Safe and Suitable Storage.
- ESC to speed up validation exercise to enable vacancies at PTCs to be filled.
- CPD and Community Mobilization to receive funding through the TDMS budget.
- Materials developed for Special Needs Education-SNE to be addressed.
- Issues of selection of Local Languages for Municipalities and districts needs further guidelines.
- Harmonization of PTC/PTE curriculum required.
- Measurement of the New Curriculum in December 2002.

[Refer to the Appendix 3 for details on the Way Forward for the Curriculum Taskforce.

2.4 Increase Focus on Primary Education for Vulnerable Groups

Goal

Assist MOES to Increase its focus on primary education for orphans and vulnerable groups

Objectives

- Assist in writing of the concept paper for the disadvantage policy framework
- Review of documentation and reports
- Collaborate with SNE/G&C sub-sector to plan for the Regional workshops
- Work with the Researchers on the focus group activities & participant list

Activities Undertaken

The EPIA participated in the following activities in collaboration with the DE/MOES and the SNE/G&C desk officer in charge of the component. These activities were:

- Working with colleagues to plan the regional workshop
- Assisting with the preparations for the consolidated details of the 5 programs
- Attended and participated in all taskforce meetings
- Reviewed documents and reports from field
- Participated in meetings with Consultants/researchers

Achievements

The EPIA attended all coordination meetings between the international and local TA.

The regional workshop preparatory meetings were attended and the materials were reviewed with the MOES coordinator.

Update reports were given to the DE/MOES and USAID.

The regional workshop report back sessions were attended in Wakiso and Masaka districts.

The reports on the Focus groups were reviewed & suggestions for modifications were given to the researchers.

Feedback was provided on the consultant's paper entitled: Complimentary basic education.

3. EMERGING ISSUES

Program management: 4 project assistant activities.

3.1 POLICY SUPPORT FOR DISADVANTAGE GROUPS

BACKGROUND

Currently there is the UNICEF procured TA. This Research Team is working on the Regional Workshops with stakeholders. It is envisioned that their work will be completed by end of July. Their TOR is to have a synthesized Report from each of the Regional Workshops and district specific issues that need to be highlighted.

The International TA - namely Steve Klees and Josh Hawley will be returning to Uganda during July. It is hoped that there be an overlap of TA time in the field, for clarifications, and collaboration.

ACTIVITIES

USAID TA: BEPS Procurement

Timeframe: 15 July –20 August 2002

The expectation is that Dr Lynn Ilon will serve from July for 8 Weeks
The final Report is expected at the end of August, so as to feed into the Policy Framework in September, in readiness for the October ESR.

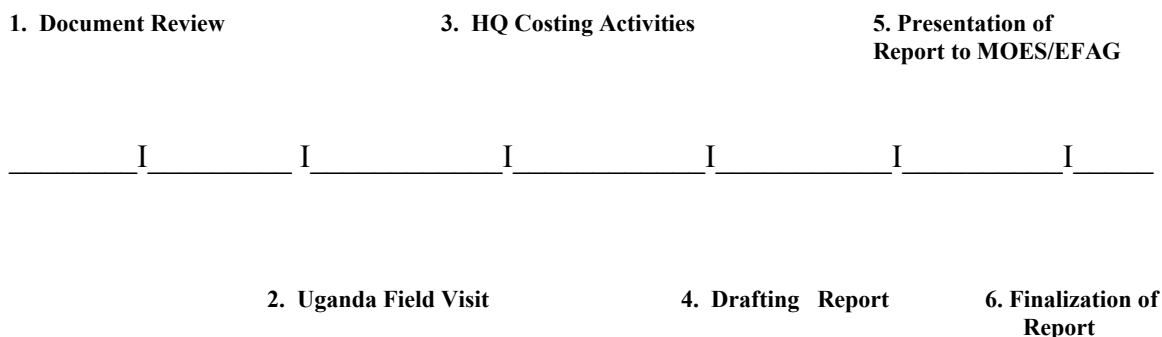


TABLE 3: Activities for Disadvantage policy:

<u>MOES FOLLOW-UP</u>	
1.	Regional Workshop Synthesis was approved
2.	Return Dates of S. Klees set at week of 22/07
3.	Use of 1 Current Researcher for continuity was approved – Dr Robinah K.
4.	Final TOR Reviewed and submitted to BEPs
5.	Counter-part for coordination /verification was identified as Chris Oketcho
6.	Findings Seminar/ Draft report presentation set for 22 July 29 July 19 August 1st week Sept – Final Report
7.	Follow-Up to be at the Oct ESR

3.2 Teacher Effectiveness / Participatory Learning & Action

GroundWork

Timeframe: July 02 - Sept 03

Projected Activities

- Admin Issues of Costed Action Plan [Budget; timeframe; etc]
- Writers Workshop
- Materials Production
- Training of National Facilitators
- PTC Staff Training
- Cascade Training to Teachers
- Supervision & Monitoring of training
- Monitoring of Application by Teachers
- Impact assessment/ Review of progress

STRUCTURE:

National Facilitators

1 Core PTC

All Pre-Service Staff - Tutors

All In-Service Staff – CCTs

CC	CC	CC	CC	CC	CC	CC	CC	CC	CC										
P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S	P S

Table 4: Activities for PLA

MOES FOLLOW-UP

1. Identification of Core PTC - KABULASOKE PTC

Districts - Mpigi	12 CCTs
Kyenjojo	8 CCTs
Semabaule	4 CCTs
	= 24 CCTs
Pre-service Staff	= 17
Admin	= 3
District Reps	= 6

TOTAL # = 50 participants

2 Identification of National Facilitators –

MOES DEPT REPS- EPD, PPE, TE, CGC
 PARTNERS - ESA, UNEB,
 CORE PTCS- SHIMONI, BISHOP STUART, SOROTI, LORO

3. Selection of Members for Writers Workshop

EPD, PPE, TE, ESA, UNEB,
 NCDC, MAKARERE UNIV, KYAMBOGO UNV,

4. Collaborating MOES Departments

EPD, PPE, TE

5. Focal point Officer

EPD - Mr. Joseph Elor

6. Training Times/ Schedules

[To be negotiated between Groundworks & MOES]

Writers Workshop
 National Facilitators –
CCTs
 Pre-Service Staff

3.3 Community Mobilization /UPE

Prioritized Activities

Members reviewed the proposed activities and felt it necessary to include the item on Sensitization of stakeholders on the New UPE Formula. The prioritized activities were set out as:

1. UPE Impact Research
2. Orientation/Sensitization on New UPE Formula
3. UPE Advocacy – Multi Media on prioritized messages
4. UPE Conference –[Cost Sharing]
5. Review of UPE Manual
6. Translations
7. Manual Production/Printing
8. SMC Manual Review
9. Translations
10. Manual Production[cost Sharing]

Critical Themes /Topics:

It was felt that the Prioritized UPE Advocacy Messages should be drawn from the UPE Guidelines booklet, the community mobilization manual and from MOES Top Management. Some of the initial critical themes identified to advocate for UPE were:

1. New UPE Formula
2. Mid-day meal – Nutrition
3. School Attendance, retention and performance
4. Promotion of Girls Education
5. Sanitation, health & hygiene

Working Group Members:

Name	Dept	Focus Area	Contact Details
Albert Byamugisha	EPD	Focal point officer	077- 401 732
Araali Kusumererwe	PPE	UPE advocacy	077- 430 825
Margaret Nsereko	PPE	Teacher training/TDMS	077- 411 548
Martin Mugoya	TE	Community mobilization	077- 699 461
Renuka Pillay	PPE	USAID Program Mgt	077- 440 229

3.4 SEX EDUCATION/ REPRODUCTIVE HEALTH

Timeframe: 1 year

CENTRAL ACTIVITIES

1. Three defined Target Groups
2. Curriculum review - P1 –P7 to integrate relevant Sex Ed & HIV/Aids messages
- Timing of this review?
3. Writers Workshop
4. Straight Talk
5. Materials Production
6. Training
7. Multi-Media Productions

IMMEDIATE FOCUS

TA to be procured to focus on Lower Primary

Strong Collaboration with Straight Talk Foundation

Development of interactive materials for P1-P3 [curriculum support & extension]

Inter-disciplinary approach – Science, Health, SST, English

Community mobilization – orientation of district officers, Education stakeholders HTs & SMC members

Integration of relevant components into Teacher-Talk Supplement

Identification of the District for the pilot

Training of national facilitators, CCTs and cascade training to teachers

Supervision & Monitoring

Impact Assessment

4. FOCUS AREAS FOR NEXT QUARTER

EPIA: Renuka Pillay

- **Period Covers – July 2002 to September 2002**

Table 5: Focus

ACTIVITY	PERIOD
1. ESCC Meetings	July September
2. Monitoring the Development of Child-Friendly Schools	Whole Term
3. USAID Follow-Up	Whole Term
4. PTC & district Support, residential, and field monitoring: Ibanda Kibuli Busuubizi St Aloysius Nakaseke Kabulasoke	Whole Term
5. ESIP Review preparation	September
6. Head Teacher management training	September
7. PTE In-service Training	September
8. Implementation of new curriculum	Whole Term
9. Financial Management	Whole Term
10. Activities to promote focus on the disadvantage & vulnerable groups	July August
11. ECD early childhood development Advocacy	July August
12. Programme Development & Support – PLA, Reproductive Health, Community Mobilization	Whole Term
13. Consultant Support	July August

APPENDIX 1

CONSULTATIVE MEETINGS EPIA Quarter: APRIL 2002 – JUNE 2002

CONSULTATIVE MEETINGS**EPIA****Quarter: APRIL 2002 – JUNE 2002****Table 6: Consultative meetings**

#	ORGANIZATION	NAME	REMARKS
1.	USAID	Suzanne Mc Queen	Team Leader- Preparation for Sec O' Niel & Bono visit
2.	Creative Association	Tara Shariff	Project Development
3.	USAID	Robert Cunane	Field Visit - New SO8 team leader
4.	Peace Corp	Conche McGarr	Peace Corp Training
5.	Straight Talk	Catherine Watkins	Launching of Teacher Talk
6.	Ground-works	Eileen Kane	Proposal Review for PLA
7.	UNICEF	Dr Sebeso	Review of BTL Activities
8.	Ohio State University	Joshua Hawley	Consultant on NFE -Policy for the Disadvantaged Groups
9.	USAID	Jessica Kafuko	SO8 Coordination of field Activities
10.	Wakiso DEO	Mr Sekamate	Collaboration of Kisimbiri Primary School
11.	Vice Chairman	Mr John Muhaise	School Mangement Committee
12.	Rockefeller Foundation	Carla Sutherland	ECD Activities in Luwero District

#	ORGANIZATION	NAME	REMARKS
13.	USAID	Krista Stewart	USAID Washington – Field trip to Luwero District
14.	Yellow-Star project	Vincent David	Familiarization tour of TDMS
15.	DISH	Cheryl Lettenmeyer	Familiarization tour of TDMS
16.	Engender Health	Henry Kakinda	Familiarization tour of TDMS
17.	DISH	Godfrey Magudi	Familiarization tour of TDMS
18.	DISH	Abujah Apunyo	Familiarization tour of TDMS
19.	Save the Children USA	Harriet Mwandha	CHANCE program Officer
20.	DDHS	Dr Nakiwoga	Luwero District
21.	GTZ	Elsa Meinzer	Review of BEUPA Activities
22.	GTZ	Ulrike Niere	Review of BEUPA Activities
23.	Makarere University	Dr Robinah K	Consultant on NFE -Policy for the Disadvantaged Groups
24.	VB Consultants Services	Victor Byabamazima	Consultant on NFE -Policy for the Disadvantaged Groups

APPENDIX 2

SEMINARS & NATIONAL WORKSHOPS EPIA Participation as Facilitator & TA Quarter: APRIL 2002 – JUNE 2002

SEMINARS, CONFERENCES & NATIONAL WORKSHOPS
EPIA Participation as Facilitator & TA
APRIL – JUNE 2002

Table 7: Seminars & Workshops

#	ACTIVITY	FOCUS
1.	Sports View Hotel	As a member of the Taskforce for the Disadvantage Groups; the EPIA was involved in the preparation of the Regional workshop for the Central Region on the Draft Policy for the Disadvantaged Groups. The districts which were represented included : <ul style="list-style-type: none"> • Kampala Mubende • Mpigi Kamuli • Jinja Iganga • Wakiso Bugiri
2.	Tall Cottages	The EPIA participated in the retreat for the development of the materials for the ECD national workshop. The document developed for the ECD Community mobilization component was edited.
3.	ESCC Meetings	EPIA attended all the scheduled ESCC meetings in this quarter. All preparation meetings to the Monitoring & Evaluation were also participated in on a MOES needs basis.
4.	Kabulasoke Core PTC	The CPD workshops in Kabulasoke were attended by the EPIA. These activities were monitored and in addition, the EPIA facilitated a topic during the workshop.
5.	April Education Sector Review	The EPIA attended the week long April ESR. The Teacher Education working group sessions were attended as a member of the TDMP taskforce and the EPIA served as a resource person.
6.	Nakaseke PTC - National	This national workshop focused on the training of

	ECD training	<p>the 23 Core PTC staff members on the ECD framework and the community mobilization component.</p> <p>The EPIA served as a facilitator on the topic: Setting Strategies for the revitalization of community mobilization with regard to UPE in general and ECD in particular.</p>
7.	Brovad Hotel - Masaka	<p>As a member of the Taskforce for the Disadvantage Groups; the EPIA was involved in the preparation of the Regional workshop for the Western Region on the Draft Policy for the Disadvantaged Groups. The districts which were represented included :</p> <ul style="list-style-type: none"> • Kalangala Masaka • Mbarara Bushenyi • Kasese Sembabule • Kabarole Rakai • Ntungamo Rukungiru • Bundibuyo Kisoro
8.	National TOF for PTE – In-service Residentials under TDMS	<p>ITEK hosted a 3 day workshop for the HT Management national TOF. This included the following :</p> <ul style="list-style-type: none"> • preparation of the materials • Coordination of time Tables • planning for the 23 PTCs • Training of Facilitators • Review of training sessions in <p>The EPIA attended these sessions and served as a facilitator on a needs basis.</p>

APPENDIX 3

National Curriculum Taskforce Activities APRIL 2002 – JUNE 2002

CURRICULUM TASKFORCE

IDENTIFIED ROLES & FOCUS AREAS

Table 8: Curriculum Taskforce

Department	Areas of focus	Responsible officer
PPE	<ul style="list-style-type: none"> Coordination Secretary Identify gap in action Matrix Language – Pg. 2 Man Power – development and Action matrix Pg4 	ACE/PPE [TE & KYU]
IMU	<ul style="list-style-type: none"> Draft TOR – TA Identify gaps in Action matrix pg 1 – Instructional materials 	Head IMU
TE & KYU	<ul style="list-style-type: none"> Minutes of meetings – 11th June 21, 2002 identify gaps in action matrix Pg. 2&3 Training Issues Enhance section on PTC curriculum pg. 4 	CE/TE
NCDC	<ul style="list-style-type: none"> Content inclusion from all recommendation & from NCDC action plan into MoES Action Matrix pg1 Enhance section on RE pg. 5 Language Review Competencies in all subjects and at all levels p1-p7 	Director NCDC
EPD	<ul style="list-style-type: none"> Comprehensive monitoring and assessment schedule pg. 5 Action Matrix Cost the Action Matrix Formal request to EFAG with proposal <ul style="list-style-type: none"> TOR – TA Retreat Comprehensive Budget & Reviewed AM 	CE/EPD
UNEB	<ul style="list-style-type: none"> CA Pre-Test new curriculum at P7 level 	Director UNEB
ESA	<ul style="list-style-type: none"> Inspections – EFAG/Doc 8.2 & 8.3 Pg. 2 	Director ESA
TM	<ul style="list-style-type: none"> L/L Kiswahili Agriculture UPE – Exit Exams Statutory order and Management of primary schools and the curriculum Costs of curriculum Teacher retirement – specialist CA Private schools access to curriculum and text book price control 	Ag. DE/MOES & Policy Analysts

	<ul style="list-style-type: none"> • Text books to Community Schools • Framework for curriculum review 2003 <ul style="list-style-type: none"> - Reproduction - HIV/AIDS - Finding from 1st year of trial 	
Districts	<ul style="list-style-type: none"> • curriculum implementation • Retraining of teachers • Monitoring 	

Way Forward:

1. All teams/departments/institutions to work on their respective focus areas.
2. Submissions need to be electronic to the ACE/PPE on **Wednesday – 3rd July 2002**.
3. PPE Department to ensure that the consolidation of the action matrix is completed and copied in adequate numbers to be available to the taskforce members.
4. EPD was to ensure that the action matrix was costed accurately.
5. Next taskforce meeting was to be held on **Friday 5th July 2002 at 9am in the UDC Board Room**.